

DATE: June 20, 2017

TO: Board of Trustees

FROM: Trustee Ken Gibson, Policy Review Committee
Trustee Cheryl Johner, Policy Review Committee
Trustee Bridget Stirling, Policy Review Committee Chair

SUBJECT: AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Marnie Beaudoin, Nancy Petersen

REFERENCE: [Trustees' Handbook](#) Section 6.1 – Caucus Committee
[Board Policy CH.BP – Framework for Policy Development and Review](#)
[AE.BP Welcoming, Inclusive Safe and Healthy Learning and Working Environments](#)
[March 21, 2017 public Board meeting, item 4](#)

ISSUE

The Policy Review Committee is bringing forward eight Board policies related to the overarching policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments for first, second and third and final readings. These eight policies required minor revisions to ensure alignment to the *School Act*, consistency with language in the parent policy, and alignment to the current Board policy template. These minor revisions do not alter the intention or direction of these Board policies, and therefore the eight policies do not require the standard District stakeholder engagement process. The previously scheduled review year for these policies will not change. The revised eight policies are found in the attachments.

BACKGROUND

- In spring 2016, the Policy Review Committee initiated work to develop a new Board policy, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments. The development of this policy was initiated to ensure alignment of board policies with the *School Act*.
- AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments was approved by the Board of Trustees at the March 21, 2017 public Board meeting.
- AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments serves as a parent policy to a set of policies related to learning and working environments. This set of policies align to the requirements of the *School Act*, reflect the diversity our student and staff populations and are intended to foster a sense of belonging, safety and wellness for all students and staff. The work to complete AE.BP and revise all related policies is included in the Annual Policy Review Work Plan 2016-2017.
 - Policies included in the Annual Policy Review Work Plan 2016-2017 that relate to the new draft parent policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments include:
 - AA.BP Stakeholder Relations
 - ACB.BP National Anthem and Flag
 - AD.BP District Vision, Mission, Values, and Priorities
 - AE.BP Wellness of Students and Staff
 - AGA.BP Recognition of Students, Staff, Parents, and the Community

- HAA.BP Aboriginal Education
- HG.BP Student Behaviour and Conduct
- FA.BP Human Resources Framework
- FGB.BP Evaluation of Superintendent of Schools
- GGAB.BP Multicultural Education
- HA.BP Inclusive Education
- HFA.BP Sexual Orientation and Gender Identity
- HG.BP Student Behaviour and Conduct
- HGD.BP Student Suspension and Expulsion

RELATED FACTS

- Definitions for all policies relating to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments have been moved into a comprehensive Glossary of Terms.
- The six remaining policies relating to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments require a more comprehensive review, which will include a public engagement component.
- The following chart describes the nature of the changes to the eight policies revised to align with AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments:

Board Policy	Nature of Changes
AA.BP Stakeholder Relations	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Definitions moved to Glossary of Terms • Addition of <i>School Act</i>, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, and Glossary of Terms to References section
AD.BP District Vision, Mission, Values and Priorities	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Definitions moved to Glossary of Terms • Addition of Accountability statement to align with current District Board Policy template • Addition of <i>School Act</i>, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, and Glossary of Terms to References section
AEBB.BP Wellness of Students and Staff	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Definitions moved to Glossary of Terms • Addition of <i>School Act</i>, FA.BP Human Resources Framework, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments and Glossary of Terms to References section
AGA.BP Recognition of Students, Staff, Parents and the Community	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment with current Board policy template and to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Addition of Accountability statement to align with current District Board Policy template • Addition of <i>School Act</i>, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, and Glossary of Terms to References section
FA.BP Human Resources Framework	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Definitions moved to Glossary of Terms • Addition of <i>School Act</i>, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, and Glossary of Terms to References section

Board Policy	Nature of Changes
FGB.BP Evaluation of Superintendent of Schools	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Definitions moved to Glossary of Terms • Addition of <i>School Act</i>, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, and Glossary of Terms to References section
HA.BP Inclusive Education	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment with current Board policy template and to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Addition of Accountability statement to align with current District Board Policy template • Addition of <i>School Act</i>, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, and Glossary of Terms to References section
HFA.BP Sexual Orientation and Gender Identity	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment with current Board policy template and to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Addition of Accountability statement to align with current District Board Policy template • Addition of <i>School Act</i>, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, and Glossary of Terms to References section

RECOMMENDATION

1. That Board policies AA.BP Stakeholder Relations, AD.BP District Vision, Mission, Values and Priorities, AEBB.BP Wellness of Students and Staff, AGA.BP Recognition of Students, Staff, Parents and the Community, FA.BP Human Resources Framework, FGB.BP Evaluation of Superintendent of Schools, HA.BP Inclusive Education and HFA.BP Sexual Orientation and Gender Identity be considered for the first, second and third and final time at this meeting.
2. That Board policies AA.BP Stakeholder Relations, AD.BP District Vision, Mission, Values and Priorities, AEBB.BP Wellness of Students and Staff, AGA.BP Recognition of Students, Staff, Parents and the Community, FA.BP Human Resources Framework, FGB.BP Evaluation of Superintendent of Schools, HA.BP Inclusive Education and HFA.BP Sexual Orientation and Gender Identity be considered for the first time.
3. That Board policies AA.BP Stakeholder Relations, AD.BP District Vision, Mission, Values and Priorities, AEBB.BP Wellness of Students and Staff, AGA.BP Recognition of Students, Staff, Parents and the Community, FA.BP Human Resources Framework, FGB.BP Evaluation of Superintendent of Schools, HA.BP Inclusive Education and HFA.BP Sexual Orientation and Gender Identity be considered for the second time.
4. That Board policies AA.BP Stakeholder Relations, AD.BP District Vision, Mission, Values and Priorities, AEBB.BP Wellness of Students and Staff, AGA.BP Recognition of Students, Staff, Parents and the Community, FA.BP Human Resources Framework, FGB.BP Evaluation of Superintendent of Schools, HA.BP Inclusive Education and HFA.BP Sexual Orientation and Gender Identity be considered for the third and final time and approved.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve the eight Board policies related to the overarching policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments for first, second and third readings and approve the policies.
2. Decline to approve the eight Board policies related to the overarching policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments for first, second and third readings and provide feedback and/or request changes.

CONSIDERATIONS and ANALYSIS

- Board policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments was developed to ensure compliance with the *School Act*.
- The eight Board policies related to the overarching policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments require revisions to align with the overarching policy and with the *School Act*.
- The eight Board policies related to the overarching policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments will undergo a comprehensive review in their previously scheduled review years.

NEXT STEPS

Once approved, the eight Board policies related to the overarching policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments will be posted to the District website and the update will be communicated to staff.

ATTACHMENTS and APPENDICES

ATTACHMENT I	AA.BP Stakeholder Relations
ATTACHMENT II	AD.BP District Vision, Mission, Values and Priorities
ATTACHMENT III	AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
ATTACHMENT IV	AE.BB.BP Wellness of Students and Staff
ATTACHMENT V	AGA.BP Recognition of Students, Staff, Parents and the Community
ATTACHMENT VI	FA.BP Human Resources Framework
ATTACHMENT VII	FGB.BP Evaluation of Superintendent of Schools
ATTACHMENT VIII	HA.BP Inclusive Education
ATTACHMENT VIII	HFA.BP Sexual Orientation and Gender Identity
ATTACHMENT X	Annual Policy Review Work Plan 2016-2017

MB:mb

CODE: AA.BP

EFFECTIVE DATE: (23-06-2015)

TOPIC: Stakeholder Relations

ISSUE DATE: (29-06-2015)

REVIEW YEAR: (2022)

PURPOSE

- To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing meaningful opportunities for stakeholder engagement in addressing the needs of students.
- To establish a stakeholder relations policy framework to guide a consistent District approach to the development and maintenance of strategic relationships that support all students in achieving the learning outcomes of a public education.
- To reflect the Board's mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

DEFINITIONS

The **District** is Edmonton Public Schools, which includes the Board of Trustees, central service departments and all schools.

Stakeholders are people who contribute to, and have an interest in public education and supporting student achievement and well-being within the District. The *Education Act* uses the phrase "partner(s) in education" to describe stakeholders. Stakeholders include but are not limited to:

- students, parents and/or guardians, and staff;
- all members of the Edmonton community including citizens, businesses, agencies, not-for-profit organizations and service groups;
- other school boards and educational institutions; and
- municipal, provincial, federal and international levels of government.

Stakeholder Relations is how the District relates to, and interacts with, our stakeholders. The District's approach to stakeholder relations focuses on best practices in communications, engagement and collaboration to support meaningful stakeholder participation, as well as strategic and mutually beneficial relationships between the District and its stakeholders. The District relies on recognized standards for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation. It provides a framework for increasing levels of public engagement depending on the purpose of stakeholder participation and degree of impact a decision or initiative may have on stakeholders. The levels of engagement from IAP2 are: inform, consult, involve, collaborate and empower.

Stakeholder Relationships are defined by the manner or role in which stakeholders engage with the District. There are different expectations and parameters for interactions with a student, parent, staff member, community connection, donor, funder, partner, sponsor, school council, tenant, vendor or volunteer. However, all stakeholder relationships require varying degrees of support and communication, and a common understanding of each party's role and responsibilities.

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **community connection**
- **donor**
- **funder**
- **parent (or guardian)**
- **partner**
- **school council**
- **student**
- **sponsor**
- **tenant**
- **vendor**
- **volunteer**

POLICY

The Board believes education is the foundation for a democratic and civil society, and that everyone has a vested interest in education. A thriving education system that engages all students to their capacity is a shared responsibility between the District and members of the community. In order to serve the diverse needs of students and support their full development and well-being, the District needs the help of all education stakeholders in:

- supporting the District Vision, Mission, Values and Priorities;
- enhancing the educational opportunities and supports available for students;
- supporting early childhood development and preparation of children for success in school;
- supporting the smooth transition of students from high school to the next phase of their lives;
- creating school environments that provide additional supports for children, families and communities;
- contributing ideas and perspectives to inform District decision making at the system and school level;
- creating efficiencies in the use of public and community resources through the coordination and integration of services; and
- advocating support for the District, publicly funded education, and community initiatives focused on students and families.

- A. Stakeholder relationships require an investment of time and effort to build mutual understanding, respect and trust. The Board believes that a consistent approach to stakeholder relations will encourage the establishment of strategic stakeholder relationships throughout the District that help to translate the District Vision, Mission, Values, and Priorities into positive actions for its students.
- B. The Board believes that the greatest impact on improving student outcomes can be achieved by working collaboratively with stakeholders to:
- identify areas where support is needed in the school and/or community to improve student outcomes;

- explore and develop strategic relationships and partnerships to leverage required expertise and resources;
- identify evidence-based approaches that have the potential to address targeted needs;
- develop the strategies to support implementation of the initiative; and
- maintain and evaluate the results to inform next steps and ensure continuous improvement.

C. The Board holds the District accountable for working with stakeholders in a way that maintains welcoming, and safe learning and working environments, and that recognizes the value of diversity, dialogue and the right of all persons to be treated respectfully.

D. The following principles shall guide stakeholder relations processes and practice for engagement and communication:

- Accessible:** Ensure equity by striving to remove barriers to understanding, input and participation.
- Appreciative:** Acknowledge stakeholder contributions and collaboration.
- Collaborative:** Promote the exchange of information, ideas, perspectives, professional expertise, resources and effort.
- Inclusive:** Respect the diversity within school communities.
- Proactive:** Anticipate and respond to the information needs of stakeholders to support and maintain their collaborative relationship with the District by providing accurate and timely information about decisions to be made, opportunities to be involved and how stakeholder input informed the final decisions.
- Relevant:** The level and extent of stakeholder engagement should be aligned with:
- the scope and complexity of the issue or decisions being made;
 - how the issue or decision may affect stakeholders; and
 - available District resources (time, funding, people).
- Respectful:** Honour stakeholders’ experience, skills, talents, knowledge, expertise and authority.
- Transparent:** Be open and clear about purposes and processes, issues, constraints and implications, efforts and results.

E. The Board supports and encourages the pursuit of strategic stakeholder relationships that:

- align with the District Vision, Mission, Values, and Priorities;
- preserve the District’s reputation;
- reflect the objectives and goals of all parties;
- clearly define and appropriately communicate and/or document expectations, roles, responsibilities and authorities of all parties;
- provide conflict resolution processes to address issues;
- provide resources and services to complement, not replace, public funding for education;
- do not require an exclusive endorsement of products or service, nor exploit students or the District commercially, politically or otherwise; and
- ensure the District’s responsibilities are acknowledged with respect to student safety, personal information, management of financial resources and infrastructure, and compliance with legislation, staff collective agreements, board policy and administrative regulations.

EXPECTATIONS

The Superintendent of Schools shall implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices aligned with recognized standards of practice for public bodies. This work must include District standards and guidelines for:

- exploring, establishing, maintaining, evaluating and reporting on stakeholder relationships;
- using data on stakeholder engagement and its impact on student achievement to inform practices;
- communication practices;
- responding to inquiries and vetting requests from stakeholders such as how to: establish a scholarship or sponsorship; make a donation; offer a program; or distribute materials through District distribution mechanisms;
- stakeholder engagement processes; and
- establishing, maintaining, reporting and recognizing sponsorships and partnerships.

ACCOUNTABILITY

The District shall report on strategic initiatives with stakeholders through the Annual Education Results Report to Alberta Education and the District's annual results review process.

REFERENCES

AD.BP – District Vision, Mission, Values and Priorities

AE.BP - Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

AGA.BP – Recognition of Students, Staff, Parents and Community

CH.BP – Framework for Policy Development and Review

CNA.BP – Information Security

CO.BP – Fiscal Oversight and Accountability

EA.BP – Infrastructure Planning Principles

FAA.BP – Human Resources Framework

GA.BP – Student Programs of Study

GAA.BP – Delivery of Student Programs of Study

GGAB.BP – Multicultural Education

GGAJ.BP – Early Years

HA.BP – Inclusive Education

HAA.BP Aboriginal Education

HG.BP – Student Behaviour and Conduct

IA.AR - Parent and Community Involvement

IAA.AR - Educational Partnerships and Sponsorships

IAB.BP – Comments, Delegations and Presentations at Board meetings by Public and Staff Representatives

IBD.BP – Protocol for Trustee Recognition at School or Public Events

IJ.AR – School Participation in Charities: Canvassing in Schools

IJA.BP – Electioneering and Politically Motivated Communications

International Association for Public Participation (IAP2) Spectrum of Public Participation

Glossary of Terms

School Act s.12 Students

School Act 45.1(1)

CODE: AD.BP**EFFECTIVE DATE:** (18-03-2014)**TOPIC:** District Vision, Mission, Values, and Priorities**ISSUE DATE:** (27-03-2014)**REVIEW YEAR:** (2018)**PURPOSE**

To provide a shared philosophical foundation to guide the work, strategic planning and decision making in the District.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **Vision**
- **Mission**
- **Values**
- **Priorities**

POLICY

Our Vision - Transforming the learners of today into the leaders of tomorrow.

Our Mission - We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

Our Values - Supporting the Vision, Mission and Priorities are the District's core values of accountability, collaboration, equity and integrity.

District Priorities 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

ACCOUNTABILITY

The Superintendent will provide regular reports and feedback at public Board meetings to ensure the work of the District aligns with the Vision, Mission, Values, and Priorities established by the Board.

REFERENCES

AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

Glossary of Terms

School Act Section 45.1(1)

CODE: AE.BP

EFFECTIVE DATE: (21-03-2017)

TOPIC: Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

ISSUE DATE: (22-03-2017)

REVIEW YEAR: (2024)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments serves as a foundation policy to setting overarching, high level direction to a set of comprehensive policies. The policies supported by AE.BP are listed in the References section.

DEFINITIONS

A comprehensive list of terms and definitions for all policies supporting AE.BP can be found in a glossary, accessible in the References section.

POLICY

A positive learning environment is foundational for all students to experience success. The Board is committed to providing a welcoming, inclusive, safe and healthy learning and working environment that respects diversity, fosters a sense of belonging and a positive sense of self. Each student and staff member in the District has the right to learn and work in an environment that promotes equality of opportunity, dignity, respect and recognition of diversity.

Such an environment creates conditions where students and staff can thrive. The Board is committed to providing an environment that supports the positive mental health of students and staff and reflects emerging research related to trauma sensitivity and strength-based approaches, and applies restorative principles.

The Board is further committed to providing an environment free from harassment, bullying, discrimination and violence. It is the collective responsibility of all those involved with the District, including trustees, employees, students, parents, volunteers, contractors and visitors, to create and maintain positive cultures within our schools and other educational settings.

ACCOUNTABILITY

The Administration will use relevant data and metrics to inform the Board about the effectiveness of the direction established by AE.BP through reporting and accountability related to the theme of welcoming, inclusive, safe and healthy learning and working environments.

REFERENCES

AA.BP – Stakeholder Relations

ACB.BP – National Anthem and Flag

AD.BP – District Vision, Mission, Values, and Priorities
AE.AR - Basic Beliefs, Commitments, and Expectations
AEBB.BP – Wellness of Students and Staff
AGA.BP – Recognition of Students, Staff, Parents, and the Community
FA.BP – Human Resources Framework
FGB.BP – Evaluation of Superintendent of Schools
GGAB.BP – Multicultural Education
HA.BP – Inclusive Education
HAA.BP – Aboriginal Education
HFA.BP – Sexual Orientation and Gender Identity
HG.BP – Student Behaviour and Conduct
HGD.BP – Student Suspension and Expulsion
Glossary of Terms
School Act Section 45.1(1)

CODE: AE.BB.BP**EFFECTIVE DATE:** (17-06-2014)**TOPIC:** Wellness of Students and Staff**ISSUE DATE:** (24-06-2014)**REVIEW YEAR:** (2021)**PURPOSE**

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a District culture of wellness.

Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

The Alberta Education's *Framework for Kindergarten to Grade 12 Wellness Education, 2009*, defines the five dimensions of wellness as:

- **Emotional wellness**
- **Intellectual wellness**
- **Physical wellness**
- **Social wellness**
- **Spiritual wellness**

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. For example, all wellness curricula, including topics considered controversial or sensitive, such as those related to issues of sexual and mental health, are approached through the lens of this holistic definition of wellness. This provides opportunities for students to accept and appreciate diversity and the uniqueness of self and others.

POLICY

The Board recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations and government can we promote and foster lifelong habits that support wellness.

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. As such, the Board embraces a Comprehensive School Health approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create and maintain a District culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

Comprehensive School Health (CSH) is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the Joint Consortium for School Health:

- Social and Physical Environments
- Teaching and Learning
- Healthy School Policy
- Partnerships and Services include connections between schools, families, community

EXPECTATIONS

- Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a District culture of wellness using a Comprehensive School Health approach.
- The District shall:
 - a. consider student and staff health and safety in the planning, implementation and evaluation of District services;
 - b. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and
 - c. meet or exceed all legislated occupational health and safety (OHS) requirements through a District OHS program.
- School staff shall work collaboratively with District services, parents, government agencies, and community partners to provide awareness of and access to available professional guidance and counselling services for students.
- Curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students shall be in accordance with the *School Act*, regulations and the *Guide to Education*.
- Staff, and their dependents, shall be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law.

- Assessment tools shall be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and central decision units for the purpose of local and District-wide planning and delivery of supports.
- The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

ACCOUNTABILITY

The Administration reports on progress in relation to the supports provided to create a culture of wellness for students and staff through the Annual Report –Wellness of Students and Staff.

REFERENCES

AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
 EA.BP - Infrastructure Planning Principles
 FA.BP - Human Resources Framework
 FBCA.AR - Respectful Working Environments
 GA.BP - Student Programs of Study
 GAA.BP - Delivery of Student Programs of Study
 GGAB.BP – Multicultural Education
 GI.AR – Teaching and Learning Resources
 HA.BP – Inclusive Education
 HAA.BP – Aboriginal Education
 HF.BP - Safe, Caring and Respectful Learning Environments
 HFA.BP – Sexual Orientation and Gender Identity
 Comprehensive School Health Approach – Alberta Health Services
 Framework for Kindergarten to Grade 12 Wellness Education
 Glossary of Terms
Guide to Education
 Joint Consortium for School Health
School Act 45.1(1)

CODE: AGA.BP**EFFECTIVE DATE:** (11-09-2012)**TOPIC:** Recognition of Students, Staff, Parents,
and the Community**ISSUE DATE:** (17-09-2012)**REVIEW YEAR:** (2019)

PURPOSE

To ensure District students, staff, parents and community members are recognized for achievement and service.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

POLICY

The Board values the dedication and professional contributions of staff to student learning and believes it is important to recognize staff for each five year interval of service and upon retirement.

The Board believes it is also important to acknowledge the outstanding contributions, achievements and performance of District students, staff, parents and community members in promoting the pursuit of excellence critical for student learning, enhancing the District's reputation and strengthening support for public education.

ACCOUNTABILITY

The Superintendent of Schools shall ensure the establishment of opportunities and protocols related to recognition of students, staff, parents and the community.

REFERENCES

AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
Glossary of Terms
School Act 45.1(1)

CODE: FA.BP**EFFECTIVE DATE:** (15-12-2015)**TOPIC:** Human Resources Framework**ISSUE DATE:** (17-12-2015)**REVIEW YEAR:** (2022)**PURPOSE**

To provide a framework that guides a comprehensive human resource strategy to attract, develop, engage, and retain qualified staff to support the District Vision, Mission, Values, and Priorities.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

A human resources framework supports the Board in meeting its responsibility to establish and maintain governance and organizational capability that promotes student and staff well-being and success, and effectively addresses potential legal, operational, or financial risk.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **Conflict of Interest**
- **Human Resource Strategy**
- **Internal Controls**
- **Organizational Capability**
- **Wellness**

POLICY

Student success is achieved through high quality learning opportunities supported by meaningfully engaged students, staff, and communities. The Board recognizes that human resources are critical in meeting the diverse needs of students and supporting the District Vision, Mission, Values, and Priorities. The Board values the dedication, professional contributions, achievements, and performance of District staff that are committed and engaged in supporting and advancing student learning and achievement, the District's reputation, and public support for education.

The Board is committed to transparent and clearly communicated human resource management practices that:

- meet all legislated requirements, collective agreements and terms and conditions of employment, and consider current and future District needs, fiscal responsibility, market conditions, and organizational health;
- attract, recruit and retain the most qualified and high performing individuals available based on the requirements of the position and the needs of the District;
- ensure continuity of instruction and District services are maintained while supporting staff in balancing work and personal needs;

- are free of bias resulting from any prejudice, and ensure procedural fairness and equity for employment and advancement;
- promote positive, safe, and respectful working environments that foster collaborative and responsible behaviour and reflects the diversity of our community;
- consider the impact on student and staff wellness and safety when making and implementing decisions; and
- achieve desired outcomes in an ethical, efficient and effective manner.

The Board believes that District management practices that promote and support a culture of staff wellness, continuous growth, engagement, accountability, and innovation are critical to building staff capacity and organizational capability. Further, the Board believes that:

- all staff share responsibility to contribute to creating and maintaining welcoming, caring, respectful, and safe learning and working environments that honour diversity and foster a sense of belonging;
- a District culture of collaboration and evidence-based decision making supports innovation and calculated risk-taking;
- the involvement of staff in decision making that affects their work increases employee engagement, performance, and productivity;
- staff who are valued, supported, and trusted by the District behave accordingly in interactions with students, colleagues, and other education stakeholders;
- positive working relationships between the District and staff group representatives developed through regular communication and consultation using a collaborative, interest-based approach can best address both District and staff needs; and
- an ongoing supervision and evaluation process of collaboratively setting goals, coaching, staff development, and recognition of contributions supports continuous growth, improved staff performance, and succession planning.

The Board believes it is important to create and maintain a culture of integrity through clearly defined and communicated expectations for the conduct and accountability of all staff and exemplary leadership. The Board maintains high standards for ethical conduct and expects all staff to:

- avoid and disclose potential conflicts of interest;
- fulfill the responsibilities of their positions in an honest, diligent, and lawful manner;
- treat all people with dignity, respect, and consideration in carrying out their duties;
- be careful stewards of District resources; and
- adhere to Board policies, and administrative regulations and directives of the Superintendent of Schools.

In addition to the *School Act*, other federal and provincial legislation places obligations on the Board with respect to human resource management practices. Subject to the limitations laid out in this policy, the Board delegates authority for all human resource management decisions to the Superintendent of Schools, or designate, as required in accordance with:

- federal and provincial legislation;
- Section 61 of the *School Act* except those matters which the Board cannot delegate; and
- the direction provided in this policy.

Specifically, this delegation of authority includes authorization of the Superintendent of Schools to:

- suspend the services of a teacher under the *School Act* section 105(1) and 105(2); and
- terminate the services of a teacher pursuant to section 107 of the *School Act*.

The Board retains authority to approve:

- the designation or appointment of Superintendent of Schools and General Counsel; and
- all collective agreements and terms and conditions of employment for staff not covered by a collective agreement.

EXPECTATIONS

1. The Superintendent of Schools shall implement this policy through:
 - a. establishment of a comprehensive human resource strategy;
 - b. the assignment of roles, responsibilities and authority; and
 - c. the development of administrative regulations, processes, and internal controls aligned with provincially and federally legislated requirements and recognized standards of practice for public bodies.
2. The Superintendent of Schools shall inform the Board of all designations and appointments of assistant superintendent, executive director, managing director, director, and principal to the District, and confirmation of new principal designations.
3. The Superintendent of Schools shall provide the Board the opportunity to identify desired competencies when recruiting for positions working directly with the Board on a regular basis.

ACCOUNTABILITY

The Superintendent of Schools shall provide the Board with information on implementation of the policy through the annual budget and results review process, and in the annual Alberta Education Results Report.

REFERENCES

AA.BP - Stakeholder Relations
 AD.BP - District Vision, Mission, Values and Priorities
 AE.BP – Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
 AEBC.BP - Wellness of Students and Staff
 AEBC.AR - Acknowledging Student, Staff and Trustee Deaths and Bereavements
 AGA.BP - Recognition of Students, Staff, Parents, and the Community
 CH.BP - Framework for Policy Development and Review
 CHA.BP – Board Delegation of Authority
 CN.BP - Managing District Information
 CNA.BP - Information Security
 CO.BP - Fiscal Oversight and Accountability
 FBA.AR - Designation, Appointment and Assignment to Leadership Positions
 FBCA.AR - Respectful Working Environments
 FBCB.AR - District Staff Code of Conduct
 FBCD.AR - Mandatory Records Checks for Employees
 FBCE.AR - Volunteers - Registration and Records Checks

FBE.AR - Health and Wellness of Staff and Students
FBEA.AR - Health and Safety Roles and Responsibilities
FBEB.AR - Workplace Violence
FBEC.AR - Public Interest Disclosure (Whistleblower Protection)
FBM.AR - Grievance Process
FCA.AR - Staff Qualifications Targets
FCAA.AR - Teacher Contracts
FCAB.AR - Intern Teachers
FCAC.AR - Substitute Teachers Affiliation with Schools
FCB.AR - Staffing Procedures Document
FCBD.AR - Time in Recognition of Duties Related to Reporting Student Achievement
FGB.BP - Evaluation of Superintendent of Schools
FGCA.AR - Supervision and Evaluation of Teachers
FGCB.AR - Supervision and Evaluation of Exempt Non-Management Staff
FGCC.AR - Supervision and Evaluation of Custodial, Maintenance and Support Staff
FIA.AR - Pensions
FJA.AR - Staff Participation in Alberta Education Activities
FJB.AR - Staff Out-of-District Exchanges
FJC.AR - Staff Secondment to External Agencies
FJD.AR - Leaves of Absence - Community Service
FJE.AR - Leaves of Absence - Military Service
FJF.AR - Leaves of Absence - Personal
FLC.AR - School Professional Development Days
HF.BP - Safe, Caring and Respectful Learning Environments
HFA.BP - Sexual Orientation and Gender Identity
[Alberta Employment Standards Code and Regulations](#) [Alberta Human Rights Act](#)
[Alberta Occupational Health and Safety Act](#) [Canadian Charter of Rights and Freedoms](#)
[Freedom of Information and Protection of Privacy Act](#)
Glossary of Terms
School Act Section 45.1(1)

CODE: FGB.BP

EFFECTIVE DATE: (19-04-2016)

TOPIC: Evaluation of Superintendent of Schools

ISSUE DATE: (20-04-2016)

REVIEW YEAR: (2023)

PURPOSE

To establish the Board of Trustees' (Board) expectations for an annual performance evaluation of the Superintendent of Schools (Superintendent) that is transparent, comprehensive, based on pre-identified key performance areas and linked to the Strategic Plan.

The Board is responsible for selecting a Superintendent to be the Chief Executive Officer of the Board and the Chief Education Officer of the District in accordance with the *School Act*. The Superintendent is responsible, and held accountable to the Board on behalf of students and the public, for the total operation of the school system in a manner consistent with the requirements of the *School Act*, Alberta Education regulations, board policies, and the District Vision, Mission, Values and Priorities.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **District Priorities**
- **Strategic Plan**

POLICY

The Board believes that an annual performance evaluation of the Superintendent is a vital process for creating and maintaining a healthy and continuously improving school District. In addition, the Board believes that opportunities for regular ongoing dialogue and feedback between the Superintendent and Trustees help to model and foster a collaborative working environment critical to a high functioning District.

The Board is committed to an annual performance evaluation process that measures:

- the Superintendent's performance with respect to the roles and responsibilities of the Superintendent; and
- achievement of the District Priorities against the goals and outcomes in the Strategic Plan.

For each annual evaluation cycle, organizational outcomes and key performance indicators shall be pre-identified and clearly communicated to ensure that the Superintendent and the Board understand what is expected and what will be evaluated. Both quantitative and qualitative information shall be used to inform the Board's evaluation of the Superintendent's performance.

The evaluation process and supporting information sources shall serve to:

- provide feedback on the Superintendent's leadership and performance in key areas,
- allow the Superintendent to report on successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals,
- recognize areas and trends that are showing positive change or progress,
- enable the Board and Superintendent of Schools to engage in dialogue about results, any issues or concerns associated with the role and the evaluation process,
- inform the organizational outcomes, key performance indicators and Superintendent's own goals for the next evaluation cycle.

EXPECTATIONS

- A three (3) member Trustee Committee elected at the Organizational Board meeting shall, in accordance with the Terms of Reference established by the Board for the Committee and this policy, be responsible for:
 - a. recommending the evaluation process to be used to Caucus Committee;
 - b. organizing and overseeing the evaluation process;
 - c. reporting the evaluation results to the Caucus Committee and to public Board; and
 - d. initiating a timely review and/or renewal process for the Superintendent's contract of employment in accordance with the *School Act* and provisions of the Superintendent's contract.
- If the evaluation process calls for individual Trustee, staff or other stakeholders to provide feedback that will inform the evaluation process, the administrator assigned to assist the Committee shall compile and, or summarize the individual responses for reporting purposes to maintain respondents' anonymity.
- The evaluation process shall provide the Superintendent of Schools with an opportunity to:
 - a. review all information used in the evaluation;
 - b. discuss the evaluation report with the Trustee subcommittee;
 - c. include a response to the evaluation in the report to Caucus Committee; and
 - d. discuss the evaluation report with the Caucus Committee.
- The Superintendent of Schools shall be provided copies of the evaluation report submitted to Caucus Committee and the final evaluation report to Board of Trustees.
- The Caucus Committee evaluation report and Board of Trustees' evaluation report shall be filed in the Board records. The records shall be accessible to the Superintendent of Schools, any Board Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

ACCOUNTABILITY

A summary of the Superintendent's Evaluation shall be brought to a public Board meeting.

REFERENCES

Trustees' Manual - Board Role and Responsibilities
AD.BP - District Vision, Mission, Values and Priorities

AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

Glossary of Terms

School Act - Alberta Regulation - Superintendent of Schools Regulation

School Act Section 113

School Act Section 45.1(1)

CODE: HA.BP

EFFECTIVE DATE: (08-05-2012)

TOPIC: Inclusive Education

ISSUE DATE: (16-05-2012)

REVIEW YEAR: (2019)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

POLICY

The Board of Trustees is committed to inclusive education. The Board of Trustees expects the District to be an inclusive education system with its values reflected in District programs, operations and practices. The attendance area school is the guaranteed point of entry for all students, and the regular classroom shall be the first placement option considered.

An inclusive education system is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusive education is a values-based approach to accepting responsibility for all learners, whether registered in District Early Years or school age learning environments. It is founded on the belief that all students can learn and reach their full potential given opportunity, effective teaching, and appropriate resources. An inclusive education system supports every student to be included in their greater school community. The success of an inclusive education system relies on the engagement, collaboration and involvement of students, parents/guardians, staff and community.

The Board of Trustees believes all students can learn and is committed to meeting the schooling needs of all students in Edmonton Public Schools through the provision of a range of programs and instructional options to accommodate their differing needs and interests. The Board of Trustees believes that program implementation should provide continuity and flexibility for student learning.

PHILOSOPHICAL FOUNDATION STATEMENT

The Board of Trustees believes that the District, as an inclusive education system:

- welcomes, respects, accepts and supports children and their parents/guardians;
- provides for families a range of options in programs and programming choice;
- demonstrates an ongoing commitment to meet the needs of the diverse student population;
- actively recruits qualified staff with academic training that supports an inclusive education system;
- provides staff with continuing opportunities for professional learning in support of achieving an inclusive education system;
- provides each student with the relevant learning opportunities necessary to enable each student to achieve success;
- provides a continuum of specialized supports and services to students that is consistent with the principles of inclusive education;
- maintains a high standard of responsiveness, open communication, and accountability;

- continually develops partnerships with community organizations.

The Board of Trustees believes that schools, as inclusive learning environments:

- visibly demonstrate the qualities of an inclusive education system;
- provide welcoming, acceptance and belonging for all children and their parents/guardians;
- work in partnership with parents/guardians in planning, problem solving and collaborative decision making;
- emphasize the achievement of learning outcomes for all students using effective instructional practices and specialized supports based on the learning needs of each individual student;
- model strength-based programming and assessment practices based on individual student needs.

The Board of Trustees understands that creating an inclusive education system is complex and will take time.

ACCOUNTABILITY

The provision of an annual report at a public board meeting on progress towards the strategic direction of this policy will ensure accountability and demonstrate the District's commitment to inclusive education throughout this transformation.

REFERENCES

AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

GA.BP - Student Programs of Study

GAA.BP - Delivery of Student Programs of Study

HA.AR- Students in Need of Specialized Supports and Services

HC.BP - Student Accommodation

Glossary of Terms

Standards for Special Education - Amended June 2004

Setting the Direction Framework, June 2009

Setting the Direction Framework: Government of Alberta Response, June 2010

Setting the Direction: Moving Toward an Inclusive Education System in Alberta, revised November 2010

Glossary of Terms

School Act Sections 8(1), 20(e), 45(1)(2)(3)(7)(8), and 47

School Act Section 45.1(1)

CODE: HFA.BP

EFFECTIVE DATE: (29-11-2011)

TOPIC: Sexual Orientation and Gender Identity

ISSUE DATE: (17-09-2014)

REVIEW YEAR: (2018)

PURPOSE

To articulate the Board of Trustees' (the Board) commitment to support all sexual and gender minority students, staff and families.

To reflect the Board's mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **actual sexual orientation, gender identity, or gender expression**
- **perceived sexual orientation, gender identity, or gender expression**

POLICY

The Board is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and teaching environment for all members of the school community. This includes those students, staff, and families who identify or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer or questioning their sexual orientation, gender identity, or gender expression. The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act*, and *Alberta School Act*. These rights shall be supported, and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

The Board believes that all sexual and gender minority students, staff and families have the right to:

- be treated fairly, equitably, and with dignity and respect;
- have their confidentiality protected and respected;
- self-identification and determination;
- freedom of conscience, expression, and association;
- be fully included and represented in an inclusive, positive, and respectful manner by all school personnel;

- have equitable access to the same supports, services, and protections provided to heterosexual students and families;
- have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
- have their unique identities, families, cultures, and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

- Define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects.
- Ensure that all such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.
- Improve understanding of the individual lives of sexual and gender minorities and their families, cultures, and communities.
- Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that sexual and gender minorities and their families are welcomed and treated with respect and dignity in all aspects of the school community.

The Board also recognizes the need to develop and maintain mutually supportive relationships with a variety of sexual orientation and gender identity minority groups in order to ensure the ongoing improvement of the implementation of this policy.

ACCOUNTABILITY

The Board understands that institutional and cultural change occurs over time and believes that the provision of an annual report at a public board meeting on progress related to the strategic directions and benchmarks identified in this policy will ensure accountability and demonstrate the District's commitment to supporting our diverse communities.

REFERENCES

AD.BP – District Vision, Mission, Values, and Priorities
 AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
 AE.BB.BP – Wellness of Students and Staff
 FA.BP - Human Resources Framework
 FBCA.AR - Respectful Working Environments
 FBCB.AR - District Staff Code of Conduct
 FBE.AR- Health and Wellness of Staff and Students
 GGDA.AR - Guidelines for Student Activities and Organizations
 HF.BP - Safe, Caring, and Respectful Learning Environments
 HFA.AR - Sexual Orientation and Gender Identity
 HG.BP - Student Behaviour and Conduct
Alberta Human Rights Act
 Alberta Teachers' Association Code of Professional Conduct
 Alberta Teachers' Association Declaration of Rights and Responsibilities

Canadian Charter of Rights and Freedoms
United Nations Convention on the Rights of the Child
Glossary of Terms
School Act Section 16.1(1)
School Act Section 45.1(1)

Annual Policy Development and Review Work Plan 2016-2017

Overarching Theme: Safe and Caring Learning Environments		
Policies to be reviewed under draft “parent policy” AE.BP	District Priority	Review year
AA.BP Stakeholder Relations	Priority 3	2022
AD.BP District Vision, Mission, Values, and Priorities	Priority 1	2018
AEBB.BP Wellness of Students and Staff	Priority 2	2021
AGA.BP Recognition of Students, Staff, Parents, and the Community	Priority 2	2019
FA.BP Human Resources Framework	Priority 2	2022
FGB.BP Evaluation of Superintendent of Schools	Priority 2	2023
HA.BP Inclusive Education	Priority 1	2019
HFA.BP Sexual Orientation and Gender Identity	Priority 1	2018
Policies to be revised using standard District process		
ACB.BP National Anthem and Flag	Priority 2	2017
AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments*	Priority 2	TBD
GGAB.BP Multicultural Education	Priority 1	2016
HAA.BP Aboriginal Education	Priority 1	2014
HG.BP Student Behaviour and Conduct	Priority 1	2013
HGD.BP Student Suspension and Expulsion	Priority 1	2020

* overarching new draft policy - currently in development

Overarching Theme: District Operations		
Policies to be reviewed using standard District process	District Priority	Review year
IJA.BP Electioneering and Politically Motivated Communications	Priority 2	2014
FBD.BP Vacations and Holidays	Priority 2	2016